



FACTORS THAT AFFECTING STUDENT'S MOTIVATION – A CASE STUDY OF NAVRANGPURA, AHMEDABAD.

Yusufu Ismail Mohamedi

Gujarat University, Navrangpura, Ahmedabad, Gujarat, India.

ABSTRACT

It is difficulties for everyone to formulate theories to change the world forever. Despite the fact that, everybody would use motivation to achieve personal success beginning from a young age. One of the most difficult and most important aspect of a teacher's work it is student's motivation. Students who are not motivated cannot learn effectively. They would fail to take the information provided, and are not willing to participate in the lessons. Also, some of them may become problem in the course of the learning process. The aim of this study is to show how teachers should play great role with regards to the students, the methods that he should use, and the techniques and teaching strategies that teachers should use in the classroom so that students will be motivated. The study is focused on the high school classes. Thus, they are also the most problematic category to focus on learning if there are no good techniques to motivate them. The methodology followed in this work is qualitative and quantitative. We interviewed 15 high school teachers in State Board school in Ahmedabad and had a survey of about 80 students of this school, classes 10, 11, and 12. The purpose of the theme is to identify the gaps that exist in the motivation of the students in the classroom. This study provides recommendations on how to use the process of motivation to meet the individual needs of each student and to increase their productivity. Therefore, this will result to a future generation of people who are eager to go to school.

KEYWORDS: Motivation, Engagement, Communication, Teacher, Commitment.

INTRODUCTION:

High motivation and commitment to learning have been consistently associated with reduced dropout and higher levels of students in school (Blank, 1997; Kushman, 2000; Woods, 1995). However, the growing interest of students in school and their motivation have become a difficult challenge. This challenge arose not only for existing teachers, but also for new teachers and professionals. In fact, numerous studies have shown that the involvement of pupils in school falls significantly as their age increases (Anderman & Midgley, 1998).

Although primary school dropout phenomenon is not high, the basis for moving forward is formed at this stage. Therefore, it is important that teachers should keep students motivated. Also, students should be taught and educated on the basis of continuing education. By the time students get to high school, lack of interest in school becomes more and more evident. Student, however, dropout from school because they do not feel motivated each time they are in school (Lumsden, 1994).

There are many factors that contribute to increased student interest and the level of commitment to student learning; thus, teachers have control over many of these factors (Lumsden, 1994). Studies have shown that teachers can affect student motivation. On a more careful note, certain tasks can increase the time of study. Also, students can engage more effectively in all class work and abroad (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991). Focusing on school activities and homework, this paper provides some practical strategies to promote student's engagement in learning. We have provided valuable recommendations for school principals and teachers to raise the interest of the class and to motivate students in learning. Also, this study also highlights some tips for parents as they play the most important role in cultivating students' motivation to learn. Furthermore, there are countless reasons that make students to have poor results in school. This occurs due to impacts, both inside and outside the school, from both sides.

Lumsden (1994) noted that the first influences in motivating children to learn are the parents and other members of the family. When children enter into school, their level of learning and interest or desire to learn is also influenced by teachers, leaders, school environment, and their classmates (Lumsden, 1994). Although, it might seem sometimes that teachers have no control over students' attitudes about learning, researchers have confirmed that they indeed play a significant role (Anderman & Midgley, 1998). "To a very large degree, students cannot learn if their teachers do not expect them to learn," notes Stipek (as quoted in Lumsden, 1994, p. 2)

THE PURPOSE OF THE THEME:

The purpose of this study is to identify various methods of motivation and how they are used by elementary teachers in Ahmedabad. One of the schools we will focus on is "St Xavier Loyola high school" Navrangpura. Thus, we will identify the problems and make appropriate recommendations to promote student's motivation in the classroom.

HYPOTHESES:

1. The first hypothesis shows that teachers play an important role in motivating

students in the classroom. The study shows that as motivation increases, the learning process of the students also increases.

2. The second hypothesis shows that only few Ahmedabad teachers conceive and implement ways of motivating students in class.

LITERATURE REVIEW:

Motivation and Engagement:

Along with motivation, commitment is seen in the literature to be very important in achieving high results in learning (Schlechty, 2001; Woolfolk & Margetts, 2007). Therefore, motivation is seen as a prerequisite and a necessary element for engaging students in learning. Engaging students in learning is not only an end in itself, but it is also a means to achieve higher academic results (Russell, Ainley & Frydenberg, 2005; Ryan & Deci, 2009). Motivation decreases absenteeism. It is one of the greatest achievements of teachers because this leads to higher academic achievement throughout life (Zyngier, 2008).

If teachers want to achieve high results in their work, they should first increase the student's engagement in the classroom (Meyer, 2010; Smyth & McInerney, 2007).

Furthermore, they should listen to what the students want to say and maintain an excellent communication with them (Mitra & Serriere, 2012; O'Brien & Lai, 2011; Potter & Briggs, 2003; Zyngier, 2011)

What is Motivation?

Motivation can be defined to be "the reason that guides behavior" (Guay et al., 2010, p. 712). Other researchers like Gredler, Broussard & Garrison (2004) largely stated that motivation is an "attribute that leads us to do the right thing" (p. 106). Intrinsic motivation is a motivation that is driven by our personal interest or perception. Deci et al. (1999) describes that "internal motivation gives energy and keeps alive through activities inherent satisfaction and effective voluntary actions" (p. 658). Researchers often regard intrinsic motivation as extrinsic motivation. However, this is governed by the motivation of contingencies. Traditionally, educators consider internal motivation as the best leader to learning compared with external motivation (Deci, Koestner & Ryan, 1999).

Types of Motivation:

In general terms, the motivation of students involves the "will, need, desire, and obligation of students to participate and be successful in the learning process" (Bomia et al., 1997, p. 1). Skinner & Belmont (1991) have developed further definition, noting that students who are motivated to engage in school "select tasks at the border of their powers, take action, and when given the opportunity, they exert intensive effort and focus on the implementation of learning tasks. Also, they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest" (p. 3). Students who are less motivated or disengaged, on the other hand, "are passive, do not try to solve difficult problems and challenges, and they give up easily" (Skinner & Belmont, 1993, p. 4). Consequently, student motivation is often divided into two categories:

External Motivation:

The student can be described to be motivated by outside when he or she engages in teaching, just for the sake of achieving a reward or to avoid any sentence (Dev, 1997). School practices that require external motivation to students include public recognition for academic achievement of students; distribution of sticker, candy, or other rewards; and removing practices such as penalties based on students' academic performance (Brooks, Freiburger & Grotheer, 1998).

Intrinsic Motivation:

The student can be described to be internally motivated when he or she is motivated from within. Internally motivated students actively engaged in learning by curiosity, interest, or pleasure so as to achieve their intellectual and personal goal. According to Dev (1997), "a student who is motivated from within will not need to give any type of reward or incentive to start or complete a task. This type of student is more likely to complete the task of selecting and is impressed by the nature of activity" (p. 13).

Analysis of Data:

In realizing this study, we are based in "state board school in Ahmedabad" Methods Used The methods used for the implementation of this theme are the qualitative and quantitative methods

Instruments Used:

The instruments used for the realization of this topic are:

1. Observations on state board School in grades 10, 11, and 12.
2. Questionnaire for teacher
3. Survey with students

Population and Sample:

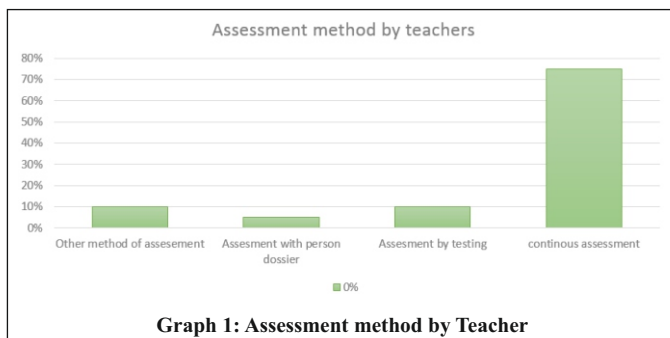
The population of this study was 24 teachers and 100 students of secondary cycle (10, 11, and 12) in state board school in Ahmedabad. In this study, we focused only on the teachers and students of this school.

The questionnaire for the teacher tried to get the opinion of teachers on the methods they use to motivate students in the classroom.

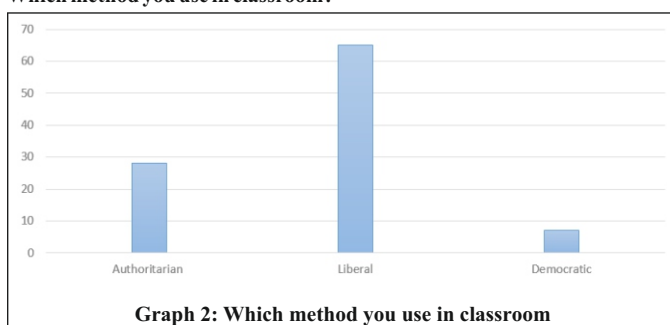
Furthermore, we distributed 100 questionnaires to students in classes of 10's, 11's, and 12's degree. However, the aim is to obtain their opinion about the behavior of teachers and the various ways they use in motivating the class. The survey has been designed to look closely at the situation itself and the ways teachers actually use to motivate students during class. In addition, permission was obtained from the school director to interview teachers, perform a survey on the students, and observe them for three hours.

Ways of Motivation: Teachers' Opinion

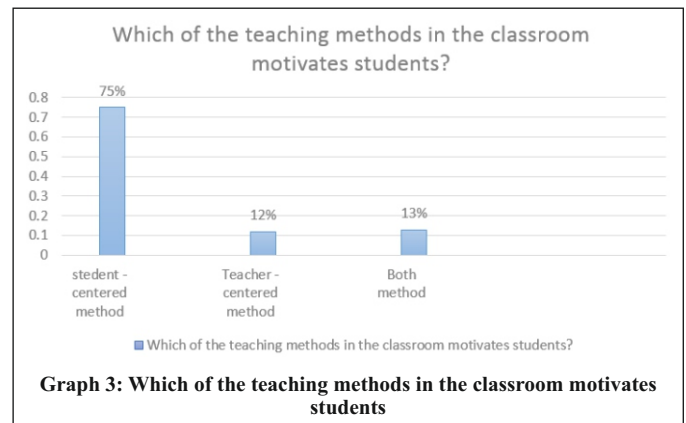
In the first question "Which of the methods you use to promote student in the classroom?", more than 75% of teachers responded that they evaluate students based on their performance annually, 10% rate the students by testing, 5% with personal dossiers, and 10% rate the students by other alternatives for assessment.



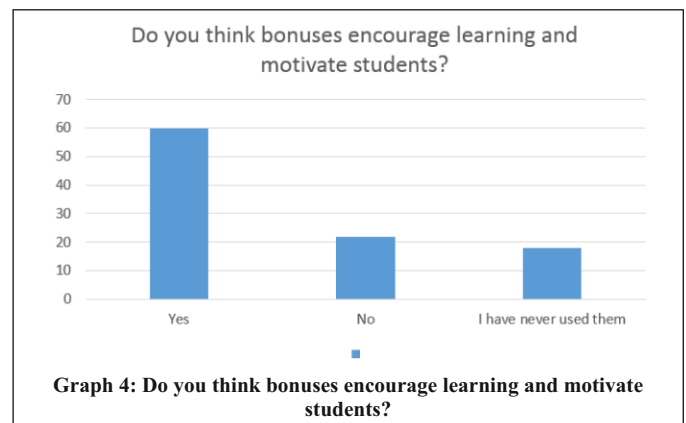
In the second question "Which teaching method you use in classroom?", 28% of teachers said they use authoritarian method, 65% liberal method, and 7% uses democratic method.

Which method you use in classroom?

When asked "Which of the teaching methods in the classroom motivates students?" 75% of teachers responded that the method with student at the center has more efficacy, 12% assess teacher-centered approach, and 13% think it is a combination of both.

Which of the teaching methods in the classroom motivates students?

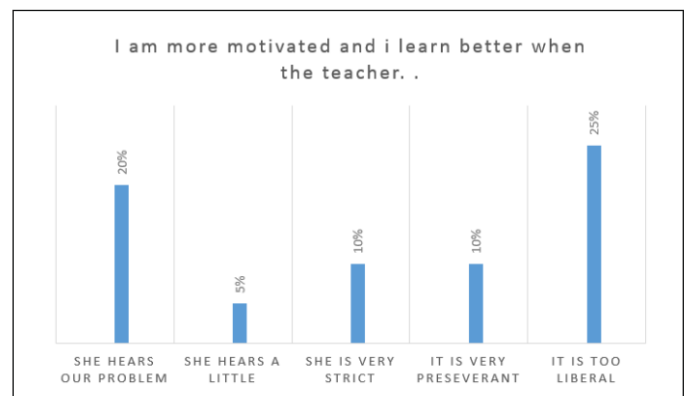
In the question "Do you think bonuses encourage learning and motivate students?", more than 60% of teachers said "Yes", rewards motivate students; 22% said No, rewards do not motivate; while 18% said they have never used bonuses methods.



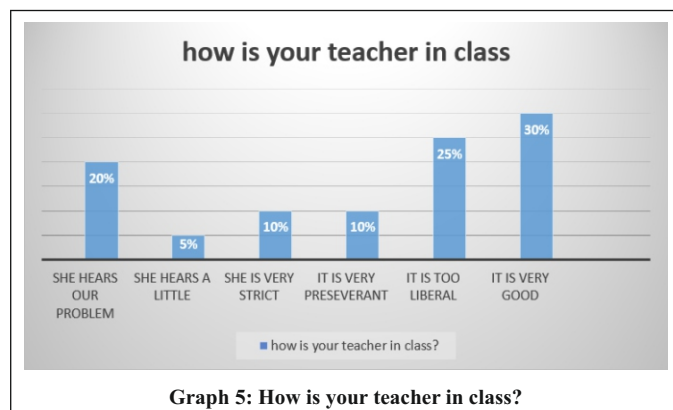
In addition to the closed questions with teachers, we have discussed effective ways of teaching in order to encourage active learning. All were of the opinion that the class should be a positive climate. Also, students should respect the teachers and each other. Also, through the influence of their parents, they should be involved in school life in order to encourage more children to acquire knowledge. Most teachers say they use external methods to motivate students and give them moral and material incentives for goals achieved. Most of the teachers were of the opinion that the student-centered approach encourages active learning. Therefore, each student should be treated their uniqueness.

Opinions of Motivating Students to Methods Used in the Classroom:

Student questionnaires have been designed to obtain their opinion about how they feel when their teacher works using different communication techniques or gestures in organizing learning. The aim was to find the best methods to motivate students. Students' responses in this case showed that the appearance of tired teachers causes negative emotions among them and they do not feel motivated to accomplish their objectives. I am more motivated and I learn better when the teacher.



By interpreting the data, we can say that the pupils create a positive emotional situation when the teacher makes compliments. Also, they are less motivated when she draws their attention, smiles at them, and when she screams with a loud voice. Regarding the other question "How is your teacher in class?", more than 30% of students answered that she is very good, 20% said that she hears their problems, only 10% said that she is too strict, and 5% did not hear at all.



Graph 5: How is your teacher in class?

From the student's answer, we understand that teachers try to make students active in class. Thus, teachers require student's participation during the lesson. While others say that the teacher explains all the time and does not care about the noise created in class, another believes that the teacher combines both methods. Based on observation from the classroom, in the state board school, we have noted that the teachers were not strict with the students.

Generally, they listen to their problems. During class, the teacher makes the class participants to become active. Thus, they do not explain the lesson at all time, but uses interactive methods.

CONCLUSION AND RECOMMENDATIONS:

In conclusion, the process of motivating students in class is very important for the development of education in the state. Unengaged students in classroom always give problem to the society. Since the teacher is closer to them, they tend to do their best to promote their interest in school. As a result, only few students will dropout from school and will result to high engagement in lessons. Furthermore, teachers influence the level of student's engagement in learning. They are simply aware that power is a critical step in motivating students. In addition, teachers can see the links between the practice and the results of their students.

The study that was conducted in "Navrangpura" shows that motivation is part and parcel tools for school life. Secondary teachers in this school do their best to motivate students by teaching student effectively and precisely in required syllabi. They also try to cooperate with parents in order to stimulate motivation in school.

Teacher fails to motivate students in various forms. Therefore, low cycle of teachers in the classroom is even more important. Another factor involves the methods and strategies that are used to stimulate student's teacher. The environment is also important to motivate students in class since they spend most of their day in this environment.

Research found out that children bring pleasure and success only to those activities they enjoy. Thus, they do this in a collaborative manner. Children welcome any move, support, encouragement, and motivation from teachers who are convinced about their usefulness. They do this not only for themselves, but also for the society as a whole.

Teachers who would work with the students often motivate the students to make them feel important and valuable. Subsequently, some teachers apply different methods aimed at increasing student success, prosecution of his great achievements, and reward his success. Creative teachers instruct the student to take responsibility for setting different rules in class. They praise each student responsibility as well as the outcome of what they have done.

Teachers should give students an opportunity to face challenges and overcome boundaries by bringing out the best alternative solution indeed. This will help them to pursue their interests and draw lessons from successes or failures. Teachers and parents can help children ever.

Such that they can dedicate themselves to a task or work. Eventually, this stimulates them to think on their respective expectations. Good student should be sent to school activities, be given stock, and be presented to the people from whom the student hopes to take example. Then, the lessons should be very convenient and attractive. The teacher should use as many methods, strategies, and techniques that would stimulate the students. Teachers should also be a psychologist as long as to understand students' different personalities, temperament, character, motivation, and willingness. However, this will enable them to apply various meth-

ods to change all negative impacts that may arise in the classroom.

REFERENCES:

- I. Anderman & Midgley (1998). Changes in self-reported academic cheating across the transition from middle school to high school. Lexington, KY.
- II. Bandura (1997). Insights. self-efficacy. Harvard Mental Health Letter, 13(9), 4-6.
- III. Bomia et al. (1997). The impact of teaching strategies on intrinsic motivation. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education
- IV. Brooks, Freiburger & Grotheer (1998). Improving elementary student engagement in the learning process through integrated thematic instruction. Saint Xavier University, Chicago, IL...
- V. Connell & Wellborn (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. In Gunnar, M. R., & Sroufe, L.A. (Eds.), Hillsdale, N.J.: Selfprocesses and development (Vol. 23, pp. 43-77).
- VI. Connell, Spencer & Aber (1994). Educational risk and resilience in AfricanAmerican youth; Context, self, action, and outcomes in school. Child Development, 65(2), 493-506
- VII. Deci & Ryan (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227...
- VIII. Deci et al. (1991). Motivation and education; The self-determination perspective. The Educational Psychologist, 26, 325-346.
- IX. Deci, Koestner & Ryan (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. Psychological Bulletin, 125(6), 627-668
- X. Fan & Williams (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. Educational Psychology, 30(1), 53-74.
- XI. Furrer & Skinner (2003). Sense of relatedness as a factor in children's academic engagement and performance. Journal of Educational Psychology, 95(1), 148-162...
- XII. Geisa, W. H. (2022). The Matters That Hinder Students' Motivation in Learning Speaking Skills in Haro Sabu High School Grade9 in Focus. Journal of Positive School Psychology, 5037-5045.
- XIII. Guay et al. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. British Journal of Educational Psychology, 80(4), 711-735
- XIV. Harrold, O'Donnell & National Center for Education Statistics (2008). Parent and family involvement in education, 2006-07 school year, from the national household education surveys program of 2007. First Look. NCES 2008-050. National Center for Education Statistics.
- XV. Klem & Connell (2004). Relationships matter: Linking teacher support to student engagement and achievement. Journal of School Health, 74(7), 262-273...
- XVI. Lumsden (1994). Student Motivation to Learn. Eric. Meyer (2010). Transforming school cultures. Gender and Sexual Diversity in Schools.
- XVII. Mitra & Serriere (2012). Student Voice in Elementary School Reform Examining Youth Development in Fifth Graders. American Educational Research Journal, 49(4), 743-774.
- XVIII. Nye, Konstantopoulos & Hedges (2004). How large are teacher effects? Educational Evaluation and Policy Analysis, 26(3), 237-257.
- XIX. O'Brien & Lai (2011). Student Voice: How can it help us to understand students' experiences of school? Assessment Symposium, Rutherford House, Wellington, New Zealand
- XX. Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. Review of Educational research, 63(2), 167-199.
- XXI. Potter & Briggs (2003). Children talk about their early experiences at school. Australian Journal of Early Childhood, 28(3), 44-49
- XXII. Sichivitsa, V. O. (2007). The influences of parents, teachers, peers and other factors on students' motivation in music. Research Studies in Music Education, 29(1), 55-68.
- XXIII. Skinner & Belmont (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. Journal of Educational Psychology, 85(4), 571-581
- XXIV. Smyth & McInerney (2007). Teachers in the middle: Reclaiming the wasteland of the Adolescent years of schooling. New York, USA: Peter Lang
- XXV. Zyngier (2011). (Re)conceptualising risk: left numb and unengaged and lost in a no-man's-land or what (seems to) work for at-risk students. International Journal of Inclusive Education, 15(2), 211-231